

PRACTICE TEACHING

Department of Practice Teaching
Faculty of Education and Psychology
M. S. University of Baroda

Lesson-forms for Teachers under Training

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DAVID H. ... NG COLLEGE
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PRACTICE TEACHING

SECTION. I

PUPIL TEACHERS AND LESSON-PLANNING

With the demand for mass literacy and national education, the importance of the teaching profession has increased. Schools now can no more wait for 'born' teachers which itself is a doubtful commodity. Inspired teaching may be very good, but it is not always dependable. Teachers have to be 'made' even with supreme efforts for the benefit of the whole society. That people with lesser abilities and with a lower intelligence level enter the teaching profession is an age-old complaint. With an ever widening and financially unattractive field, the complaint has no chance of disappearance. Again, 'retailing facts' cannot continue to be the teacher's sole duty as in days when schooling was the monopoly of the higher cultured class. His duty now is to 'educate' children. This requires methodical procedure even if it happens to be slow in effect. With average people entering the profession as teachers, the lower strata of the society finding their way to schools and with the progress of psychological and educational experiments, the careful planning of lessons does become a real necessity.

Pupil-teachers under training in a Training College are more concerned with the method and devices of presentation than with the matter itself. Facts to be 'retailed' are ready with most of these teachers and even if they are not ready as in quite a few cases, the text and reference books are quite handy. The main problem is to lead the children to take in these facts in a systematic and scheduled way. The practice lessons to be given under supervision are mainly intended to cultivate in the trainees a kind of routine of classroom teaching which may, with a small minority, lead to 'inspired or improved' teaching. The latter will remain the privilege of a few, but the former is obligatory for all. To master the routine there must be careful planning. Every thing must be pre-arranged. Nothing should be left to chance. The conduct of affairs must be systematically viewed by the lesson-giver the beginning to the end of his lesson. A trained teacher can show his professional superiority over his untrained associates only by his capacity to plan.

LESSONS, THEIR TYPES AND DEMANDS

To lead an individual pupil to master a fact which is known to the teacher is comparatively an easy job. The speed, the method, the devices and all the rest are dependent upon the demands of the solitary learner. The situation gets complicated, and requires careful technique when the teacher faces the problem of making a group of pupils learn at a uniform speed and effect. This is the peculiarity of teaching a class. Again all teaching in the class is not of the same type. We have to teach mechanisms like reading, processes like multiplications, observations like climatic changes, functions like effects of heat and a host of other things. For teaching all these, a set lesson-form is not

possible. It will have to change with each type of teaching. The specimen forms in the third section though spread over different subjects shall have to be selected mainly in relation to the type of teaching that a piece of matter in hand may demand. In adopting or adapting any of these forms, the type of teaching involved will have to be clearly analysed.

The following are four broad types of lessons :—

- (1) Lessons for appreciation of facts or information,
- (2) Lessons for development of rules and theories,
- (3) Lessons for application of knowledge,
- (4) Lessons for constructive skill.

These types of teaching are handled in the classroom in suitable combinations. Situations for the application of established rules and theories may be presented immediately after they are so established or such a presentation may be postponed to some later lesson. The plan of teaching will have to change according to the aim fixed by the teacher in consideration of his pupils, the time at his disposal, and the importance as well as the complexity of the rule or the theory in hand. We may note here the demands of all these four types separately, remembering the frequent need of combining these demands in actual planning of lessons.

In the first type of teaching, information or facts to be taught are to be so grouped that the learning minds do not get bewildered and fatigued but are helped in and recreated by the successful achievement as the learning activity progresses. The groups may be presented in logical, chronological or any other pre-thought-out meaningful order. The course of sequence depends upon the type of organisation desired in the learning minds with regard to the details of information or facts. Every group requires a starting point which may direct the pupil's attention. Thus the demands of this type are :—

- (1) Adjustment of attention with the help of a suitable starting point.
- (2) Assimilation of the details in the group.
- (3) Organisation of knowledge gained.

The second type of teaching deals with rules, relations, processes and phenomena that have been established and accepted by the advancing culture of the world. The inventors of the theories and the originators of the rules and relations helped the advance of culture by suggesting, attempting and establishing, solutions of embarrassing or problematic situations after deep observation and study. To repeat the process of invention for the child in the class is the main technique of this type. Put in the form of stages, the demands are :—

- (1) Rise of the problem.
- (2) Search for solution by observation and study.
- (3) Accepting a tentative solution.
- (4) Testing the solution and formulating the theory.
- (5) Applying the solution for practice and mastery.

It may be noted here that the stages are very closely akin to the well-known Herbartian steps. Had there been only this type of teaching to be done in the classes, the monopoly of Herbartian steps as the technique of class teaching would have been perpetuated. The need of other types of teaching has considerably disturbed this monopoly.

The third type has to be undertaken for a considerably long time after the second type takes the pupil through some kind of invention. It may be a rule, a formula, a relation, a process or a phenomenon. Repetition, frequency and change of surroundings in the application of the invented generalisation are necessary for complete mastery. The pupil revises his initial process of solution every time the application is attempted. The demands therefore are:—

- (1) Statement of the generalisation.
- (2) Discussion of the application process.
- (3) Application by pupils.
- (4) Verification.

The last type of teaching is involved where expression in imitation of a model is attempted. Before the actual expression begins the teacher may profitably analyse the model so as to help the pupil's own work. The demands obviously are:—

- (1) Analysis of the model in relation to the desired result.
- (2) Expression by pupils.
- (3) Criticism for improvement.

ROUTINE OF CLASS TEACHING

Ancient empirical teaching differs from the present-day teaching in the insistence on making pupils wish what they do. Modern teachers have to work in co-operation with the class, that is, the class has to realise what is being done and also the aim for which something is being done. To fix and state the aim is the first common part in the routine of class-teaching.

Having fixed the aim, the means are to be considered. The matter and its arrangements for the realisation of the aim are known as the Presentation. This is the second part of the routine, the nature of arrangement and the devices of presentation remaining dependent upon other considerations.

Having fixed the aim and the means, the next problem of class-teaching is how to start and arrive at the fixed aim at a uniform speed and secure a uniform effect. This gives us the three remaining common parts of the routine. They are usually named as Preparation, Recapitulation and Expression. The classroom activity, psychical, physical or psycho-physical, can be most effective if it is based on pupils' previous interests and experiences. The preparatory work ending with the statement of the aim is primarily important because the success or the failure of the following activity is largely dependent upon its appropriateness or otherwise. Having reached the aim, the learnt matter requires unification and fixing. These are secured by Recapitulation or Review and Expression or Homework.

Thus the routine of class teaching gives us stages as below :—

Stage A :—Preparatory work ending with the statement of the aim.

Stage B :—Presentation of matter in suitable groups, arranged in some order.

Stage C :—Reviewing the groups so as to secure effect.

Stage D :—Pupils' independent practice.

Trial practices of the D section are often taken in the class before or after the review. In certain cases individual independent work becomes unnecessary or impossible. Homework in the case of such lessons is not set.

The lesson forms in Section III will show groupings of these common stages of the routine, along with peculiar alterations, because of the combinations of the types of teaching involved therein. To arrange the routine and to fit in the special requisities are the considerations to be made in examining a lesson-form either for adoption or adaptation.

ALLOTMENT OF LESSONS.

The lessons for practice teaching are allotted to candidates from time to time by means of allotment plans. The plan usually runs in the unit of a fortnight. Under each lesson on the plan two numbers are mentioned. These denote the candidates who are to teach the lesson.

The first mentioned number teaches in the first while the second one teaches in the second week of the fortnight.

SPECIMEN OF AN ALLOTMENT PLAN

Faculty of Education and Psychology

Teaching Practice

Maharani Girls' High School, Baroda

(Two fortnights from 22-7-'53)

I	..	..	..	..	..	IX gb Sc. 4-18
II	..	..	..	..	..	VIII ma E. 2-9
X. Y. Z.						
Supervisor						

The standards in secondary schools are numbered from V to XI. Subjects are shown in abbreviations like E for English, M for Mathematics, Sc. for Science etc. 4, 18 and 2, 9 are roll numbers of candidates who are to teach the lessons, (when put in brackets the numbers denote T.D. candidates), I, II, III, IV denote the school periods. The school, the day and the supervisor's name are also mentioned. The allotments are posted a week in advance.

APPROVAL OF LESSON PLAN

The college candidates practise every alternate day. They thus have a lecture day intervening between any two practice days. On this intervening day the lesson plans for the following practice day are to be got approved from the supervisors, with instructions for improvement. No practice lessons are

allowed to be taught without previous approval. After approval the 'notes' are to be copied in the journal.

SECURING LESSON UNITS

After noting the lesson from the allotment plan the candidate has to approach the teacher of the class shown for his lesson. He should get the lesson unit, that is, the portion of matter which the class is to work with during the period. The candidate may also enquire of the teacher about the previous knowledge of the class, their requirements if specially decided and other details that are likely to help the preparation of the lesson. There are forms provided in the diary for getting these units.

PREPARING THE PLAN

The unit requires careful analysis and study before it is cast into a lesson-form.

(1) In the first place the matter - details are to be studied, mastered and supplemented where necessary and possible. Many lessons fail because of scanty information and faulty explanations. Accuracy, exactness and fullness of information cannot be overlooked in pursuit of method and apparatus. Whatever is inaccurate, inappropriate or trivial is useless. The teacher cannot teach what he himself is not sure of. This is an essential phase of preparing practice-lessons, though it falls out of the regular programme of the training college syllabus.

(2) Again a teacher cannot teach all that he knows about a matter-head in one lesson. Pupils cannot learn any matter-head in all its phases in one lesson. The expanse of details and the phase of study being large and numerous the teacher is required to fix the aim of his lesson. He can teach a piece of literature for appreciation of ideas, increase of vocabulary, study of linguistic peculiarities, practice in grammatical relations and so forth. The aim must indicate what is to be included and more still what is to be left out. The art of 'leaving out' is considered to be very valuable for a teacher.

(3) When the aim is definitely fixed, it is comparatively easy to decide the details necessary for its accomplishment. These details have to be cast into small groups technically known as sub-units. The order of presenting the sub-units requires careful valuation. Normally the learners should be nearer the aim as they pass through each subunit. In some types of lessons the order of presentation is suggested by the sequence of events, the need of solution, etc. In lessons on literature, scientific topics, geographical areas and boundaries and other similar matter-heads where details are immense in number, view-points and application situations, the teacher has to think out very carefully the contents of the subunits as well as the order of their presentation. The fixing of the aim and the art of 'leaving out' are more subtle in such lessons.

(4) When the details of the lesson in groups of presentation are decided the problem of method arises. How many of the details are known to the pupil

and how many require teaching are the two questions to be considered. This search for the 'teaching points' is the real basic situation on which the whole lesson is to stand. The number and complexity of the teaching points call for the teacher's skill in the class work. Round about the teaching points there are normally details which only require proper organisation.

(5) Having picked out the teaching points, the problem is shifted to how to handle these points. It brings us to illustrations., sketches, oral similes and analogies and all other apparatus which the teacher may use in leading the pupils from 'known to unknown'. Work with known situations together with suggestions or indications by the teacher through some kind of apparatus should lead the normal minds to appreciate and realise the unknown part of the lesson. Here lies all the merit of teaching. Every teacher is expected to be fully conversant with the College Museum and similar collections in all the practising schools. The sooner it is done, the better it is for them to decide upon the teaching aids.

(6) The last consideration of the plan is to secure some work which may fix the learnt matter in the minds of the learners. In the absence of such fixing the lesson may evaporate. Under 'fixing' the plan may include pupils' co-operative work in the class itself as well as their independent work at home, the home-work.

Thus to prepare a lesson for a class the teacher has to study accurately the portion to be taught, fix the aim of his teaching that lesson, decide in suitable groups the exact details for the accomplishment of that aim, search for the teaching points, think of the method and the apparatus to handle these points and finally to devise some work for fixing the matter newly taught in the lesson. Now the teacher may devise, adopt or adapt his lesson form.

WRITING NOTES OF LESSONS

With the details decided in respect of the teaching points and the lesson form, preparation of the lesson is done. With the two things ready on paper as well as in mind the teaching can be guaranteed in effect as far as that particular lesson is concerned. More in mind and less on paper is the line of improvement and experience, effect remaining constant. With pupil-teachers in a training college 'notes of lessons' as shown on paper are the only items indicative of preparation. It is an art to write condensed and yet elaborate notes of lessons. Notes ought to state clearly:—

- (1) Groups of matter shown under appropriate headings,
- (2) Teaching points shown under the sub-units concerned,
- (3) Method of introduction and pupil-activity in stages, and
- (4) Devices of teaching.

As long as the above information is provided notes should be acceptable. 'Full notes', that is reproduction of almost every stop and breath of the teacher in the class is more or less a waste of time. The prepared plan must

be mentally viewed and reviewed before teaching a lesson so as to find out likely hitches and the devices of meeting them. For the first few lessons 'full notes' may be attempted on paper, but this should be made more a mental activity changeable within limits than a written contract to be reproduced without any change.

Besides the contents, the heading of notes should supply information as below:—

Lesson No....	}	Date :	Class :
		School :	Time :
		Title :	
		Apparatus :	

The right-hand side of the journal should alone be used for writing notes, leaving the other side for the supervisor to put his remarks when the lesson is delivered. The first four pages of the journal should be reserved for 'Contents' under columns indicated below:—

Lesson No.	Date	Title	School & Class	Pages
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As practice-teaching proceeds details should be entered in this Table of Contents.

DELIVERING LESSONS

All the preparation and planning discussed here are meant to make practice-lessons effective and economic. The farther objective is to drill the elements of method into the new entrants of the teaching profession. Hence the test of preparation and progress is how the lesson unfolds itself in the class. The delivery of lesson is thus the main function of the practical side of all educational principles and philosophy.

Teaching a class is an activity with living organisms and as such the reaction of teaching on the learners is a phase, the significance of which cannot be overlooked. In spite of careful preparation and planning, the exact unfolding of a lesson has to rest on the response of the class. This is therefore the key-point of all teaching.

Almost all the difficulties of delivering lessons crop up from this key-point. Given the normal conditions and grouping of the class the response depends upon:—

- (1) Motivation or appeal to interests and
- (2) Pupils' experience.

Motivation is giving pupils the desire to do what the teacher suggests. Even though under a class system pupils cannot be allowed to do what they like, they can, with proper efforts, be made to like or wish what they do. This attitude of co-operation normally results from appeal to interests, both natural and cultivated. Showing a picture, raising a problem, presenting a puzzle and

all the like approaches aim at this attitude of the class. Successful motivation of the class-activity is the sure step to effective teaching. Any changes in the plan can be allowed to meet this purpose.

Though successful motivation is good, it is not all. For the development of the plan, all the devices and divisions have to be within the range of pupils' experience. All references have to be made to this experience. Nothing wholly 'unknown' enters into human minds. Something 'known' must be handled to move the learning minds to the aimed 'unknown'. This handling may demand changes in the plan at the time of its execution.

On the teacher's side, impatience to proceed, wrong handling of devices, overstay of illustrations in front of the class, slow digressions, love to hear oneself talk, are some of the situations that often spoil a well-planned lesson.

SECTION II

TYPES OF LESSONS

Besides teaching in schools the candidates under training have to see others teach. All human behaviour can be classed under two broad divisions, original and imitative. A very small proportion can come under the first division. If this small minority popularly known as 'genius' is left out, hundreds and thousands of men in all professions live and prosper on imitative behaviour. This is true in the profession of teaching as well. To be able to imitate a behaviour is itself a fairly high stage of development. Much observation and criticism, comparison and analysis, trials and errors are to precede before the imitation succeeds in details and results.

To give opportunities to candidates under training to observe, analyse, accept and attempt imitations of desirable professional behaviour and also to watch, detect, study and avoid uncouth and wasteful ways of handling subjects and pupils in teaching, three types of lessons are arranged. They are :—

- (1) Demonstration Lessons.
- (2) Observation Lessons.
- (3) Criticism Lessons.

DEMONSTRATION LESSONS

These are given by the members of the staff of the Training College. At the beginning of the session a few lessons are arranged only for the sake of acquainting the candidates with the normal working of the class. These lessons are to be observed with reference to the various points shown in the next subsection of Observation Lessons, over and above the points specially stressed by the lesson-giver. More Demonstration Lessons are given later during the year to show the working of some special plans and methods or handling of some apparatus and devices. In this latter group, because of the demand of demonstrating some particular phases of teaching, the normal points of criticism have to be ignored. These lessons are meant only for the observation of the specially organised phase.

OBSERVATION LESSONS

On all practice days candidates are required to attend the practising schools for observing the lessons given by other candidates. Those who have to give a lesson should observe *one* lesson, while those who are free should observe *two* lessons on every practice day. Annually the B.Ed. candidates are required to observe 60 and the T. D. candidates, 40 lessons. Record of these observed lessons should be maintained. It should be got countersigned every week from the supervisor to whom they might be attached. Below are given some hints for observation :—

- (1) Aim:
 - a. Did the teacher state his aim clearly?
 - b. Did he keep it in view throughout the lesson?
- (2) Preparation:
 - a. Was the preparation brisk and adequate?
 - b. Was it a preparation for the new by association with the old and known?
- (3) Presentation:
 - a. Was the matter well organized, clearly arranged and properly divided?
 - b. Was the matter clearly presented, logically developed and imparted in an interesting manner?
 - c. Was the matter well illustrated, thoroughly drilled and firmly impressed?
 - d. Did the teacher put the right type of questions?
 - Were they in proper sequence?
 - Were they properly distributed?
 - Did they contribute to the development of the lesson?
 - Were they definite, clear, and thought-provoking?
 - Were they addressed to the whole class?
 - e. Was the Bb. work brief, useful, legible?
 - f. Were the pupils employed while the writing was being done on Bb.?
 - g. Did the quantity of matter stand in right relation to the time?
 - h. Were the illustrative devices like maps, charts, pictures properly used?
- (4) Application and Discussion:
 - a. Was the matter imparted, thoroughly tested and fixed?
 - b. Was the assignment adequate?
- (5) The Teacher:
 - a. Personal
 - Was the teacher smart, inspiring, and lively in teaching?
 - Was his expression correct, articulate, and distinct?

Was he sympathetic and careful?
 Was his whole bearing commendable?

b. Class-control

Did the teacher keep the whole class busy all the time?
 Did he keep his pupils attentive, active and interested?
 Did the class participate in the lesson?
 Was the teacher able to watch the mistakes and misdemeanours of the class?

(6) Total Impression and Success of the Lesson:

- a. Did the lesson proceed on right lines, and was it imparted in a confident manner?
- b. Was a definite advance on the part of the pupils noticeable?

CRITICISM LESSONS

This is another type of lessons which the pupil-teachers have to teach while under training. For the lesson-givers it requires the same preparation and planning as in the case of practice-lesson. It is intended more for training the critics than the givers. To criticise a lesson with a view to note the good and bad points in it and to be able to suggest lines of improvement are important phases of teacher training, specially useful to those responsible for the supervision of teaching in and administration of schools.

A criticism lesson is shown in weekly allotments referred to in Section I with all the usual details. It is given in the college itself and, instead of the candidate going to the school, the class comes to him. The lesson is observed and criticised by other candidates and finally by a master of method. Besides the normal teaching period there is one more period provided when the class is sent away and the candidates sit with the Master of Method for discussing the lesson.

Criticisms of lessons should be a joint effort to correct and improve ways of presentation and usages of methods. Several teachers are unaware of uncouth mannerisms in speech, movements and expression which they tend to develop unless pointed out and criticised by others in time. Young teachers can easily get rid of these inclinations to mannerisms if they are properly guided before these are built up into habits. To appreciate others' point of view and to learn from it are valuable means of improvement.

Criticisms of lessons should not degenerate into mere fault-finding. The hints given under observation-lessons will be found useful here. Points selected for criticism should be such as can be substituted by better lines of procedure. A critic must be in a position to suggest improvement.

Weak teachers often improve when their teaching is submitted to severe criticism at the hands of others. Oral and face to face criticism is definitely more effective than a list of remarks and suggestions written out by the supervisor in the journal.

DIARIES

Every candidate has to maintain a diary of practical work done by him while under training. He is provided with a small booklet with weekly tables. In these tables entries are to be made and got checked every week. The following abbreviations are recommended :—

- L. O. for Lesson observed.
- L. D. „ Lesson delivered.
- Ex. O. „ Experiment observed.
- Ex. D. „ Experiment done.
- Cr. L. „ Criticism lessons.

SECTION III

LESSON-FORMS

I GENERAL.

Lesson No. 3. Date 8-8-53

Class: IX ga

School: Maharani High School.

Time: 40 minutes

Title: Properties of Parallel St. lines.

Aim: To cultivate observation leading to conclusions based on reasoning.

Apparatus:—A rectangular frame with adjustable corners.

Stage A: Preparatory work ending with the statement of aim.

Stage B: Matter arranged and presented in small wholes.

Stage C: Review of matter (either at the end of each smaller whole or at the end of the lesson unit or at both places).

Stage D: Home - work

2 ENGLISH

(*Intensive Study of Prose*)

Stds. X & XI

- A. 1 Revision of the previous lesson, if continued ; or introduction of the topic, through an exchange of talk.
- 2 Statement of aim.

B. (The unit may be divided into well - defined sections)

I *Procedure for each of the Sub-units :—*

(a) Model Reading by teacher followed by a question or two to elicit the central idea.

* (b) Silent Reading by pupils with objectives.

(c) Detailed Study of the section-i.e. elicitation of ideas, meanings and expressions. (on Bb.)

* This step may follow the "Detailed Study" according to the need of the unit, the class and the teacher.

- 2 Linking with the next section.
 - 3 The same procedure to be followed with other sections.
 - 4 Oral Reading of the whole unit by pupils according to need.
- C. 1 General review of the whole lesson through questions or oral narration by pupils.
- 2 The use of new words, idioms or ideas in a fresh context.
- D. Homework according to need.

3 ENGLISH

(*Intensive Study of Prose*) (Stds. VII & VIII)

- A. 1. Revision of the previous lesson, if continued; and introduction of the topic through an exchange of talk.
2. Statement of aim.
- B. 1. Introduction of new words and phrases (pronunciation and sense) and some typical sentences through a connected conversation (using suitable illustration or picture), discussion etc.
2. (The unit to be divided into well-defined sections).

Procedure :—

- (a) Model Reading by the teacher; pupils to mark pauses.
 - (b) Chorus Reading by the class.
 - (c) Discussion of the passage through a series of questions and answers.
 - (d) Silent Reading for comprehension, if necessary.
3. Linking with the next section.
 4. The same procedure to be repeated with other sections.
 5. Individual Reading by pupils, facing the class.
- C. 1. General review of the lesson through (i) questions, (ii) exercises on the lesson, (iii) oral narration by pupils etc.
2. Test of vocabulary-usage, pronunciation and spellings.
- D. Home-work according to need.

4 ENGLISH

(*Intensive Study of Poetry*) (For all classes)

The plan is the same as the "Intensive Study of Prose" with the difference that during the study, emphasis should be laid in the higher classes on the appreciation of ideas, emotional appeal, charming and apt phraseology, and the manner of expression.

5 ENGLISH

(*Picture Composition*) Stds. VIII & IX

- A. 1. Conversation leading to the topic; and introduction of new words (drill in pronunciation.)
2. Statement of aim.

- B. 1. The whole topic of the picture to be discussed in suitable sections.
- 2. Discussion of the section with the help of the picture. As the discussion proceeds, new words, phrases and model sentences are written on Bb.
- 3. Linking with the next section.
- 4. Similar procedure with other sections also. (As shown in B2.)
- C. A rapid review of the lesson through, (i) oral description by pupils, (ii) questions to the class by pupils, (iii) some suitable exercises.
- D. Home-work according to need.

6. ENGLISH

(*Rapid Reading*)

(All Classes)

- A. 1. Brief Revision of the previous lesson.
- 2. Statement of aim.
- B. (The unit may be divided into well-defined sections)
 - 1. *Procedure* :—
 - (a) Silent Reading with suitable objectives. (The class to refer to the dictionary for meanings of difficult words; or a list of probable difficult words along with their meanings may be kept ready on Bb.)
 - (b) Discussion, through suitable questions, of the main ideas and relevant points.
 - 2. Linking with the next section.
 - 3. Similar procedure with other sub-units also.
- C. 1. Revision of the lesson through quick questioning, eliciting guide-words, etc.
- 2. Oral narration by pupils according to the need.
- D. Pupils to prepare a short summary of the portion done.

7. ENGLISH

(*Composition : Essay-Writing*)

(Senior Classes)

- A. 1. Conversation leading to the topic.
- 2. Statement of aim.
- B. 1. Teacher to encourage pupils to suggest points on the topic and to jot them down on Bb.
- 2. To arrange the points in a logical order.
- 3. Discussion of the points one by one with class co-operation. Teacher to supply good phrases, relevant quotations or opinions. (on Bb.)
- C. Development of the essay orally by pupils in co-operation.
- D. To write out the same or a similar essay at home.

8. ENGLISH

(Story-Writing)

- A. 1. Conversation leading to the topic of the story.
- 2. Statement of aim.
- B. (The story is divided into proper parts)
 - 1. Procedure :—
 - (a) Oral narration of one part along with the introduction of new words, phrases etc.
 - (b) Elicitation of guide-words or outlines, (on Bb.)
 - (c) Review of the section through rapid questioning.
 - 2. Linking with new section.
 - 3. Similar procedure with other sections.
- C. 1. Narration or reading of the whole story by the teacher.
- 2. Pupils to narrate the story with the help of the guide-words or outlines.
- D. Writing of the story.

9. ENGLISH

(Precis-Writing)

(Senior Classes)

- A. Statement of aim after announcing the passage.
- B. 1. Teacher to read the passage.
- 2. Silent Reading by pupils to find out the main points of the passage.
- 3. Teacher to put the main points on Bb.
- 4. The pupils to prepare the precis mentally with the help of points jotted on Bb. (if need be, they may read silently).
- 5. To elicit the precis and prepare guide-words on Bb.
- C. 1. Oral narration of the precis by pupils.
- 2. Pupils to supply suitable heading.
- D. Writing of the precis.

10. ENGLISH

(Grammar)

(All Classes)

- A. 1. Review of the previous lesson (to make sure about the previous knowledge).
- 2. Statement of aim.
- B. 1. Illustrative sentences or examples to be put on Bb. Pupils to take them down in their note-books if needed.
- 2. A detailed examination of the above by pupils. The teacher to draw the attention of the class to special features.
- 3. Generalisation to be arrived at with class co-operation.
- C. } Practice in the use of what is learnt.
- D. }

II. ENGLISH

(Translation)

(Senior Classes)

- A. 1. Discussion and explanation of mistakes of the previous lesson.
- 2. Some sentences (with typical construction etc.) to be given for revision work.
- 3. Statement of aim.
- B. 1. Silent Reading of the passage by pupils.
- 2. Typical phrases or idioms, grammatical peculiarities and new words to be explained and translated with class co-operation. If need be, drilling to be given (on Bb).
- 3. Building up the translation sentence by sentence with class co-operation.
- C. Set new sentences for translation, involving the use of phrases and idioms learnt.
- D. Set the same passage for translation as Home-work.

12 MATHEMATICS

(Introducing a new topic in Arithmetic or Algebra) (All Classes)

- A. 1. Begin with the use of any interesting teaching device or some practical work leading to the topic. A table may be used to recall important details.
- 2. Statement of aim.
- B. 1. Presenting a problem having relation to a life situation, and bearing on the topic to be taught.
- 2. Solution of the same to be discussed in co-operation and written on Bb. (with the aid of any suitable teaching device.). Show the teaching points and the method.
- 3. Test through examples.
- 4. Consolidating the method by a short recapitulation.
- C. (1) A sufficient number of well-graded examples of the type taught to be given.
- (2) Pupils solve them and the teacher helps them individually. Common mistakes to be explained on Bb.
- D. Easy graded examples of the types taught to be given for home-work for further practice.

13. MATHEMATICS

(Drill Lesson)

- A. 1. Revision of the last lesson by short preparatory questions and illustrations.
- 2. Statement of aim.
- B. } 1. To give graded examples for practice in the class involving the use
- C. } of principles learnt.

2. Pupils solve; teacher helps. Common mistakes to be explained on Bb.

D. Additional examples for further practice.

14. MATHEMATICS

(Review Lesson)

- A. 1. Revision of the main principles bearing on the topic.
2. Statement of aim.
- B. 1. An adequate set of examples on the topic previously taught.
2. Pupils solve; teacher helps.
- C. Further practice in examples.
- D. Harder examples for home-work.

15. MATHEMATICS

(Teaching a Theorem)

- A. 1. Introduction by short preparatory questions (oral or written) for testing pupils' previous knowledge to enable them to follow the steps of theorem to be taught.
2. Statement of aim.
- B. 1. Showing a card-board figure; or cutting a paper-figure with a pair of scissors; or using any teaching device to enable pupils to note the data and the conclusion.
2. Pupils draw the figure; Tr. draws it on Bb. Pupils compare.
3. Analytical examination with the object of deciding the line of proof: Construction to be elicited where possible: side jottings on Bb.
4. Teacher elicits the steps of the proof synthetically from pupils. Teacher writes only the main steps on Bb.
5. Pupils complete the proof in their note-books.
- C. Forming the general enunciation and revising the relation by
(a) A corollary on the theorem,
or (b) Numerical exercises on the theorem,
or (c) An easy rider on the theorem.
- D. Home-work to be given on the lines suggested in C.

16. MATHEMATICS

(Teaching a rider or a problem)

- A. 1. Review of necessary theorems by short questions; occasionally on paper.
2. Statement of aim.
- B. 1. The rider to be stated.
2. Pupils draw a rough figure for the same. Teacher draws it on Bb.
3. Teacher elicits from the pupils data and what is to be proved.
4. Analytical examination with the object of deciding the lines of proof. (Construction where necessary to be elicited); side jottings on Bb.
5. Synthetic proof, using the jottings.

- C. Pupils write down the steps of the proof; Teacher supervises and helps.
- D. Well-graded easy riders may be set for further practice.

17. MATHEMATICS

(Teaching a Rule or Definition)

- A.
 - i. A quick revision of the necessary previous knowledge.
 - 2. Statement of aim.
- B.
 - i. A few simple practical illustrations from pupils' experiences to be taken, to enable them to discover the underlying principles involved in the rule or definition.
 - 2. Pupils endeavour to frame the rule or definition. Teacher helps.
 - 3. A quick revision of the same, by encouraging pupils to give similar other illustrations from their own experience.
- C. Practical work based on the use of the rule learnt.
- D. Learning the rule or definition through further application.

18. MOTHER-TONGUE

(Prose)

(Stds. V, VI, VII)

Aim : To enable pupils to study the given topic from the language point : enriching vocabulary, learning correct pronunciations, meanings of new words and phrases and grammatical peculiarities.

- A.
 - i. A general introductory talk or discussion having a bearing on the topic to be introduced so as to lead pupils to the particular aim of teaching (if the topic is new).

OR

Revision of the past work done with a few questions testing the previous knowledge, so as to lead pupils to the work to be then done (if the next part of the topic is continued after the previous part has been already done).

Anyway the discussion here should be of some use in the next stage and the teacher may tactfully introduce even a few new words to be used later.

- ii. Statement of Aim :

The teacher should then state his particular aim of teaching a lesson in a clear precise way. It may take the form of an inquiry following from the previous discussion, and not always the title of the lesson to be taught, so that pupils may bear in mind what is to follow.

- B.
 - i. Model reading of the unit (or sub-unit) by the teacher.
 - ii. Silent Reading or reading with buzzing by pupils to elicit the general gist of the passage (only if the passage is a little difficult to understand at once).

- iii. Discussion of the unit in details with class co-operation through a series of simple, direct and particular questions.

(Show in lesson notes teaching points and method to be used.)

(a) Elicitation of main points.

(b) Reference to similar incidents occurring elsewhere.

(c) Teaching new and difficult words or phrases in context during discussion.

(d) Understanding of language or grammar peculiarities.

- iv. Oral Reading of the whole unit by a few pupils facing the class (part by part, one after the other.)

C. Recapitulation of the unit taught through general, broad questions eliciting important thoughts in the unit or through an oral summary, facing the class (The questions at this stage are thought-provoking and general, *i. e.* different from those in B.-Stage which can be answered even by a single reading of the text).

D. Suitable exercises involving the use of what is learnt or summary of the passage.

Bb. WORK

Topic

New words and phrases—their meanings. || A few points by way of summary (only if the passage refers to some story, life-history or so).

19. MOTHER TONGUE

(Prose)

(Stds. VIII–XI)

Aim: To enrich the vocabulary and inculcate love for literature by an intensive study.

- A. i. Introduction of the topic with a discussion preparing pupils for what is to be taught next.

OR

Test of the previous knowledge pertaining to the topic to be continued then.

- ii. Announcement of the topic :

The teacher briefly states the subject matter, acquaints pupils with the author, the past history, characters, etc.

B. If the unit is long enough, consisting of two or more separate situations, it may be conveniently divided into two or more sub-units, each to be treated independently as sub-unit one, two etc. for discussion with following steps.

- br. i. Model Reading of the sub-unit by the teacher (The teacher may put a simple question to test attention if necessary.)

- ii. Silent Reading by pupils with objectives. (The teacher motivates silent reading by first putting one or two objectives orally to the class, failing to answer which at first hearing, pupils are introduced to silent reading with objectives then appearing on Bb. The objectives should not be so simple as not to need silent reading, nor so difficult as to be answered like questions of C-Stage only after discussion; they may pertain to the general gist of the passage or description of any situation or incident, but not to central idea or subtleties to be discussed)
- iii. Discussion of the section with class co-operation through a series of questions. The teacher includes the following points in his discussion.
 - i. Elicitation of main points
 - ii. Reference to or comparison with similar ideas and thoughts appearing in other passages.
 - iii. Teaching new phrases in context.
 - iv. Understanding of language subtleties, beauties of literary expression, style of the author, etc.
- C1 Revision of the sub-unit
- b2-c2 Treat the other sub-unit in the same fashion as above.
- iv. Oral reading of the whole unit by a few pupils (part by part, one after the other)
- C Recapitulation of the whole unit through general questions on ideas contained or description of main situation in the unit.
- D Suitable home-work pertaining to summary of the passage or pen picture of the situations or character of the persons involved.)

Bb. WORK

Topic

New Phrases

- | | |
|--|--|
| \|\| | i. Objectives (to be rubbed out after being discussed) |
| \|\| | ii. A few jottings on characters, situations, etc. if any. |

20. MOTHER-TONGUE

(Poetry)

(Stds. V, VI, VII)

- Aim: To enable pupils to comprehend and enjoy a given poem.
- A
 - i. Preparing pupils with a discussion on any relevant matter leading to the topic or test of previous knowledge pertaining to the portion previously done.
 - ii. Announcement of the subject.
 - B
 - i. Model recitation of the whole poem by the teacher, with rhythm and proper intonation. (The teacher may recite again the sub-unit if needed, this time not necessarily with rhythm, but with pauses so as to enable pupils to comprehend the poem.)

- ii. Silent Reading with objectives (if felt necessary).
- iii. Discussion of the poem with class co-operation (section by section, if divided into sub-units) through a series of questions.
The teacher should discuss the poem as a whole, not by analysis reading line by line. The following teaching points may be dealt with.
 - (a) Solving pupils' difficulties—prose order, explaining meanings etc.
 - (b) Understanding the past background of the poem.
 - (c) Elicitation of ideas, feelings, etc.
 - (d) Delineation of word-pictures.
 - (e) Drawing attention to language beauties particularly of words, phrases etc.
- iv. Pupils to recite, facing the class and in relay or the teacher may start and all join in chorus.
- C. Recapitulation.
 - i. General questions to elicit the main pictures or ideas of the poem.
 - ii. Appreciation questions.
- D Home-work : Memorization or drawing pictures.

B. B. WORK

Topic

New Words—
meanings

Objectives (if silent reading be given)
A few jottings on main ideas or rough sketches of pictures.

21. MOTHER-TONGUE

(Poetry)

(Stds. VIII—XI)

Aim: To enable pupils to appreciate a given poem and inculcate love for literature by an intensive study.

A. The teacher introduces the poem

- i. (a) by putting relevant questions to prepare the background, to create the proper atmosphere.

OR

- (b) by introducing the author, his works, etc. if necessary

OR

- (c) revising the previous portion, if done.

ii. Statement of the aim :

The teacher can acquaint here pupils with the author, the atmosphere under which the poem was inspired and so on.

- B. i. Model recitation of the whole poem by the teacher. (The teacher may read once with all rhythm, etc. and pupils merely to listen to him attentively. The teacher gives a second reading and now pupils look into their books or second model reading of the sub-unit, if done).
- ii. Teacher to motivate silent reading with objectives to elicit general idea.
- iii. Treatment of the poem, section by section with class-co-operation.

The teacher should particularly in higher classes note the maxim—
'Poetry cannot be taught, but caught' and accordingly include the following points to enable pupils to catch the poem.

- (a) Simplification of meanings, form, etc.
- (b) Elicitation of ideas and thoughts.
- (c) Portraying the word pictures and creating the past atmosphere.
- (d) Awakening of the feelings, emotions experienced by the poet through proper questioning.
- (e) Quoting other poems and comparing with similar thoughts and feelings, referring to parodies, if any.
- (f) Appreciation of literary beauties, particularly with reference to figures of speech, metre, form of poetry etc.
- (g) Acquaintance with the author, his works, style, etc.

iv. Recitation by pupils—

C. Appreciation of the poem with

- (a) Questions to test the general comprehension and central idea of the poem.
- (b) Drawing pictures in the poem, and
- (c) Bringing out the literary beauties of the poem.

D. Self-Study

Comparison with similar poems, encouragement of similar efforts at composition or drawing word-pictures.

Bb. WORK

Topic

Striking phrases—Literary beauties

Objectives—
Jottings of main ideas or sketches
of pictures.

22. MOTHER TONGUE

(Grammar)

(All Classes)

Aim : To enable pupils to understand a language principle for the purpose of putting it to compositional uses.

Aid : The teacher has to prepare a list of proper illustrations involving the use of the new principle to be taught in its varied shades or aspects.
(Better if it is a continuous paragraph than stray sentences)

A. i. Preparation to lead pupils to the topic.

- (a) by testing the previous knowledge expected to be had before introducing the new principle.

OR

- (b) by presenting to pupils two situations, one involving the use of the new principle to be taught, the other without it, and thus striking at the difference to raise the problem,

- ii. **Announcement of the aim :**
The teacher does not necessarily state the new terms in his announcement, which may conveniently come after the exposition of illustrations. The aim may take here the question form.
- B** The teacher should present the list or paragraph involving the use of new principle and follow the steps shown below.
 - i. Study of various illustrations by the pupils, teacher helps, where necessary.
 - ii. Teacher tests pupils' general understanding of examples presented (Note that the list or paragraph should not present any difficulty in meaning, though it involves the use of a new principle or construction).
 - iii. Teacher discusses the examples with pointed and pertinent questions so as to strike out clearly the existence and use of the new principle.
 - iv. Teacher directs and leads pupils to discuss the principles in its various applications; he develops the same on Bb. with class co-operation.
 - v. Finally, a working definition is formulated, drilled and noted on Bb. The teacher may improve and suggest exact wording.
 - vi. After the main principle has been taught, its other aspects or varieties or uses etc. may be taken up as a second sub-unit.
- C.** Application of the principle should be tested in one of the following ways :—
 - (a) Recognition or naming the principle in an additional exercise for practice (recognising the forms).
 - (b) Making its use in other contexts (formulating forms).
 - (c) Filling up gaps with new forms.
 - (d) Conversion or transformation of sentences, using new forms.
 - (e) Composing a para involving new forms.
 It is always wise to have revision and practice co-ordinating the text-book lessons.
- D.** Additional exercise for practice.

23. MOTHER-TONGUE

(Composition-Essay)

(All classes)

Aim : To enable pupils to express their ideas in written language precisely and correctly and also to increase their store of words and phrases for later use and better expression.

- A.**
 - i. The teacher after relevant questioning arrives at the topic in consultation with pupils.
 - ii. Announcement of the topic for composition.

- B. i. The teacher gives pupils some time to think out in their own way, some points having bearing on the topic.
- ii. Pupils jot down points in their exercise books or the teacher notes on Bb. points or brief sentences one by one as discussed by class orally.
- iii. The teacher may conveniently suggest a few points left out or improve some points or drop out those repeated.
- iv. Pupils arrange the points in logical sequence with the help of the teacher to obtain paragraph construction, *i.e.* group them under a few heads.
- v. The teacher develops a brief outline on Bb. in co-operation with the class, from points arranged under some head.
- vi. The teacher, during discussion and development of the topic, supplies vocabulary and draws attention to literary technique of writing—new words, striking phrases, beautiful construction and expression of an idea in a variety of forms.
- C. i. Oral development of the topic with class co-operation, point by point, using new phrases and constructions noted. (At this time, the teacher rubs out all stray sentences and Bb. shows only an outline of points and new phrases)
- ii. The teacher reads to the class a model piece of composition on the same or similar topic (if available) with a view to supplement pupils' information and expression.

OR

The teacher may give a good start and leave the pupils to finish.

D. Self-work

Pupils to write out on the topic.

(It is desirable that written work should be done in the class under teacher's supervision. Errors in composition should be discussed with class before new exercise is set).

Bb. WORK

Topic

Points or brief sentences as supplied
by pupils

Points arranged in a logical order—
New words, phrases, typical constructions etc.

24. HISTORY

(An Oral Lesson)

With necessary modifications for all classes in secondary schools.

Aim: To enable pupils to take interest in History through the study of
(*mention the topic*)

The topic may be (i) the career and work of a character, (ii) an event, (iii) a movement or (iv) even a fort, a weapon etc.

Aids : (Mention the chief material aids you are going to use while teaching
e. g. map of _____, pictures of _____ etc.)

Select your aids carefully and use them judiciously. They must be used not merely shown.

A. 1. Teacher to revise the previous knowledge of the pupils by means of questions such as :—

- 1.) Write a few typical questions
- 2.)
- 3.)

etc.

Only when the present lesson is a logical outcome of, or a part of, the previous one.

or

Teacher to lead the class to the topic through questions such as :—

- 1.) Write a few typical questions
- 2.)
- 3.)

etc.

Put introductory questions connecting pupils' experiences or knowledge with the topic ; with the help of an object, a picture or a map begins the lesson.

2. Statement of aim : (State clearly and precisely what the class is going to do and learn in that particular period and put the heading on Bb.)

B. (The whole lesson is divided into the following sub-units. Each will be discussed in co-operation with the class, revised and a short Bb summary be built up.)

Thus show your method or approach. Remember, each sub-unit is like each paragraph in an essay, complete by itself, yet a part of the whole.

(A) Sub-unit 1 : (Place the heading)

1. Teacher to discuss the following points with class co-operation:—

- 1.) Mention chief points you are going to handle.
- 2.)
- 3.)

etc.

(i) Describe, narrate and, through questions, lead the class to examine the data and suggest inferences, with the use of maps and pictures, (ii) develop the outline map or chart as you proceed, pupils do it after the Tr.

2. Teacher to revise the sub-unit by means of questions such as :—

- 1.) Mention a few typical questions.
- 2.)
- 3.)

etc.

These questions should be short and pointed.

3. Important points to be noted on Bb. (shown in Bb. summary)
Only if they cannot be shown in the map or time-chart.

(B) Sub-unit 2: (Write the heading)

(Lesson notes for sub-units may be written on more or less similar lines).

- C. Teacher to revise the whole lesson by means of broad questions such as:—

1. } (Show some typical questions. The aim should be to enable
2. } the pupils to systematically arrange, group and summarise
3. } the facts learnt)

(Aim at variety in devices here: oral questions; written tests: map exercises etc. may be used with advantage.)

- D. (Mention how the pupils will use what is learnt)

1. Develop a map.
2. Draw a date line or chart.
3. Use extracts.
4. Write an essay.
5. Compare and contrast, etc.

Bb. WORK

Topic

Map developed to show the growth of a kingdom or empire; or a time chart

Chief points to be remembered.

- 1.
- 2.
- 3.
4. etc.

(Do not repeat the points, that can be shown in the map or chart)

25. GEOGRAPHY

(An Oral Lesson)

(With necessary modifications for all sec. school classes.)

Aim. To enable pupils to take interest in Geography through the study of
(mention the topic, e. g.

- (1) Life of People in _____ or
- (2) A Natural Region or
- (3) Topic in Physical Geog. etc.)

Aids. (Mention specially the chief aids you are going to use while teaching,
 e. g. map of _____, outline map of _____, picture of _____ etc.)

A. 1 Teacher to revise the previous knowledge of pupils by means of questions such as:—

- (1)
- (2) } Write a few typical questions.
- (3) } etc.

- Only when the present lesson is a logical outcome of, or part of, the previous one.

or

Teacher to lead the class to the topic through questions such as :—

- (1)
(2)
(3)

etc.

Put some introductory questions connecting pupils' experiences or knowledge with the topic ; or use an object or a map and proceed.

- 2 Statement of aim : (State clearly and precisely what the class will learn in that particular period.)

Put the heading of the unit on Bb.

B.

(The whole lesson is divided into the following sub-units. Each unit will be developed, revised and a short Bb. summary will be prepared with class co-operation.)

(A) Sub-unit one : (Place the heading of sub-unit)

- 1 Teacher to introduce the following points and develop them with class co-operation :—

- (1)
(2)
(3)

} Mention the chief points you are going to handle.

(i) (1) tell the story of how people live in that region or country.

(2) Let an object, say a match-box, tell the story of its origin and growth.

(3) Take a journey along important land or sea-routes noting important features and interesting details about places and people.

(4) Develop a region.

(ii) Put leading questions and get the class to suggest the new matter.

(iii) Develop the outline map as you proceed.

(iv) Use wall-maps, pictures etc. judiciously.

- 2 Teacher to revise the sub-unit through questions such as :

- (1)
(2)
(3)

} Show some typical questions,

- 3 Important points on Bb. (shown separately).

(B) Sub-unit two : (Place the heading of the sub-unit), (Lesson notes for other sub-units may be written on more or less similar lines.)

C.

Teacher to revise the whole lesson through questions such as :

- (1)
(2)
(3)

} Put broad questions to enable pupils to systematically arrange, group and summarise the facts learnt.

Aim at variety in devices : revision exercise ; map exercise ; written test ; oral questions ' tell me a story, ' etc.

D. (Mention what the pupils will write at home using the facts learnt).

- | | | |
|-----|---|----------------------------|
| (1) | } | Develop a map. |
| (2) | | Use extracts, |
| (3) | | Write an essay, |
| (4) | | Compare and contrast, etc. |

Bb. WORK

PLACE THE HEADING OF THE LESSON

An outline map of the country or region developed before the class, with pupils' co-operation.

I. (MENTION THE HEADING OF SUB-UNIT ONE)

- | | | |
|-----|---|------------------------------------|
| (1) | } | Important points to be remembered. |
| (2) | | |
| (3) | | |
| (4) | | |

II. (SUB-UNIT 2 : HEADING)

- | | | |
|-----|---|--------------------------|
| (1) | } | Points to be remembered. |
| (2) | | |
| (3) | | |
| (4) | | |

N.B. :—Do not repeat in the summary what can be shown in the map.

26. SCIENCE

(For Teaching Instruments)

A. Teacher to revise the portion done if it may be useful in the development of the lesson.

OR

Teacher to introduce the topic through a similar instrument or some practical use of the instrument in everyday life.

- B.
1. Teacher to show the working of the instrument.
 2. Discussion about the different parts of the instrument.
 3. Teacher to develop the figure of the same with the help of the pupils. Pupils to copy.
 4. Discussion of the principle of working.
 5. Pupils to repeat the whole process.
 6. Teacher to develop the Bb. summary with the co-operation of the class.
- C.

(a) Revision of the whole through broad questions. (b) Use of the same in other walks of life or study of a similar instrument. Pupils to study a similar instrument or to prepare a model of the same.

27. SCIENCE

(To Study Laws)

A. 1. Teacher to revise previous knowledge if it may be useful in the development of the lesson.

2. Teacher to introduce the topic through some practical application of the law in everyday life.
- B. 1. Teacher performs the experiment.
2. Teacher to write the results systematically on Bb. Pupils to copy.
3. From the results obtained pupils to try to find out some conclusion. Suggestions to be given when necessary. Two or three pupils to repeat the same.
4. Teacher to word it nicely, and write it on Bb. Pupils to copy.
5. Teacher to test the conclusion by repeating the experiment.
- C. (a) Revision of the experiment and conclusion. (b) Teacher to discuss some practical applications.
- D. Pupils to explain some more practical applications.

or

To work out some examples.

28. SCIENCE

(For Nature Study or Any Informative Lesson)

- A. 1. Teacher to introduce the topic (plant, bird, animal and such objects of study) through talk, questions, picture, specimen, diagram or sketch.
 - N. B.—Pupils' previous experiences, and knowledge should guide the teacher in selecting the approach.
 2. Statement of aim (Heading on Bb.)
 - B. (The unit may be divided into sub-units)
(Use material aids, illustrations and discussion in developing a sub-unit)
(Prepare a Bb. summary at the end)
Procedure for each sub-unit.
 1. Heading and points of discussion on Bb.
 2. Discussion with aids, questions and illustrations.
 3. Testing the understanding of details.
 4. Bb. writing.
 - C. Revising the whole unit by questions, exercises, *e. g.* matching test or multiple choice etc.
 - D. Home-work : (Paragraph-writing, sketch-drawing, specimens-collecting or some such work may be set)
P. S. As far as possible avoid ready-made diagrams.
- Note : In all science lessons the blackboard summary will be developed as the lesson proceeds.

29. SANSKRIT

(Treatment of a Story)

(All Classes)

- A. 1. Questions on the portion done (to be set and answered in Sanskrit) ;

Introduction of the topic and new vocabulary through a suitable talk in Sanskrit or the Mother Tongue or with the help of a suitable picture.

2. Statement of aim.
- B. 1. Model Reading of the story by the teacher with Samdhis.
2. Teacher's Reading with Samdhis solved.
3. Silent Reading of the pupils with the object of underlining unfamiliar words and ideas.
4. Discussion of unfamiliar words, phrases etc.
5. Questions to test pupils' comprehension.
6. Loud reading by pupils (in lower classes).
- C. 1. Review of the topic story through questions; filling in of gaps, use of new words etc.
2. Translation into the Mother-Tongue.
- D. 1. Summary of the story in Sanskrit ; or
2. Translation into the Mother-Tongue ; or
3. Exercises involving the use of new vocabulary just learnt.

30. SANSKRIT

(*Treatment of a Passage*).

- A. 1. Revision of the portion done or introduction to the topic.
2. Statement of aim.
- B. 1. Model reading or recitation by the teacher, with Samdhis.
2. Reading by the teacher with Samdhis solved.
3. Silent Reading by the pupils with the object of underlining unfamiliar words and ideas.
4. Discussion of unfamiliar words, phrases etc.
5. Questions to test comprehension and leading to appreciation.
6. Loud reading by pupils (in lower classes).
- C. 1. Exercises in filling in of gaps, use of new grammatical forms, etc.
2. Translation into the Mother-Tongue.
- D. 1. Exercises involving use of new vocabulary learnt.
2. A brief summary of the contents of the passage studied.

31. SANSKRIT

(*Translation of Sanskrit Sentences into the Mother-Tongue*) (All Classes)

- A. 1. Revision and test of the knowledge assumed :—
(a) Samdhi rules, (b) Compounds, (c) Relevant forms of nouns, adjectives, verbs, necessary for translation,
2. Statement of aim.

(*Sentences are treated one by one*)

- B. 1. Reading of a sentence by the pupil.
 2. Samdhis are solved in co-operation by pupils.
 3. Pupils attempt translation in co-operation with the class if necessary.
 4. Teacher to correct it if necessary.
 5. A model translation is given by the teacher.
- D. 1. Pupils to be asked to write down the translation from home.

32. SANSKRIT

(Translation into Sanskrit)

(All Classes)

- A. 1. Revision of the knowledge necessary for the purpose.
 2. Statement of aim.
- B. 1. A pupil reads a sentence and attempts translation.
 2. Teacher gets the mistakes corrected with class co-operation.
 3. Samdhis are made in class co-operation.
 4. Four or five pupils read the sentence loudly.
 5. Teacher suggests an alternative, artistic translation.
 6. Pupils copy down the translation.
- D. A few exercises involving use of new vocabulary, idioms, etc. learnt by the pupils.

33. SANSKRIT

(Grammar)

(All Classes)

- A. 1. Revision of the portion done.
 2. Statement of aim.
- B. (The subject-matter is divided into suitable sub-sections.)
 1. Concrete instances exemplifying the rule are presented.
 2. The teacher guides the pupils' observation through suitable questions and suggestions.
 3. The teacher helps the pupils to formulate the rule.
- C. Exercises involving the application of the rule.
- D. Varied exercises involving the application of the rule or rules learnt by the pupils.

34. SANSKRIT

(Picture Composition)

(Stds. VIII, IX)

- A. Statement of aim.
- B. 1. Introduction of new words with the help of the picture. These should be written on Bb.
 2. Teacher will give a brief description of the picture in about fifteen to twenty lines.
 3. Pupils will describe the picture, following the teacher, with the help of the newly introduced words with mutual co-operation.
- C. 1. Exercise in filling in of gaps ; or/and
 2. Pupils may be encouraged to put questions to the class.
- D. Pupils to write out the description or the story at home with the help of guide-words.



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